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## INTRODUCTION

**Christian Arndt**

Foreign Language Laboratories provide a new and vital instrument for language study for both students and teachers. Properly used, they will serve to improve both aural understanding and oral facility. They will not, however, displace teachers nor remove from the learners the need to work hard and diligently, for the acquisition of the ability to communicate effectively in a foreign language calls for serious application. The rewards are proportionate, namely gaining direct access to the thought world of a people and its culture. To further this latter purpose, the new instrument is studied in the conference articles which follow.

## GREETINGS TO CONFERENCE

JOHN C. PAYNE

*Professor Arndt, Ladies and Gentlemen:*

Those of you who know Dean Anderson will know that he very much regrets his inability to be here today. If he had needed any extra push to make him enthusiastic about the teaching of foreign languages, his ten years of dedicated service in Puerto Rico would have provided it.

The fact is, however, that neither he nor I have needed any such extra push. Our interest has deep roots, both personally and professionally.

The School of Education Foreign Language Conferences have endured for so many years, it is now no longer gallant to ask our fairer guests, at least, whether there are any here today who attended the first or the second or the third of these conferences. I was at NYU in time to attend the second one—and we who met with Professor Olinger and his group in those years of the 1930s know that promoting the cause of foreign languages was upstream business as compared to today.

The ideal of foreign language mastery by *many* American youth has suddenly taken on new viability. The need for it is more widely sensed. The possibility of achieving it seems closer at hand. And the route to this achievement is more attractive than was the case in the “ablative-absolute and passive-periphrastic” days of my own boyhood.

Yet today's more favorable public opinion brings us a compulsion to produce that which was perhaps lacking then—an urgency to produce more effective programs of language instruction, to produce greater numbers of qualified teachers, to produce new and better materials of instruction.

It is rather easy in 1959 to excite dreams of a society in which many children are bilingual, many men are cultural pluralists—but we know from a number of painful experiences in education that it will not be easy to produce such a society in spite of the friendlier environment the dreamers have created for us. At the same time, if the converts of this new world, in which language vies in importance with science, should become disillusioned, distrustful of our capacity to move significantly toward the achievement of their dream, there will, tomorrow, be bigger blocks to our progress than there

were yesterday when they were merely apathetic and unawakened. One may highly resolve that there should be a six-year sequence of foreign language instruction and that there should be an extension of the teaching of foreign languages down into the third grade—but how shall we find and train the teachers, what equipment shall we provide for them, how can we prevent their failure to deliver the new promise? Perhaps we have passed the day when we had to cope with a French too liberally flavored with Kansas, a German spoken with more enthusiasm than accuracy. But will it recur as more teachers are needed. And have we gone beyond such problems—particularly in the new elementary school program—as language programs are resorted to only on rainy Friday afternoons, systematic philology imposed on the 7th grade, teachers whose Spanish is excellent and whose knowledge of children is wretched? We must not fail in our spade work, if the promise of our public resolutions is to be a possibility.

We meet in the fullness of time, these days, whenever we meet to consider the teaching of foreign languages. We at New York University are the hosts, and not the prophets, the conveners and not the exclusive givers of the word. The spirit of this conference is one of common devotion to a cause in which we all believe. As truly as if we had invited you over to help paint the kitchen, we've invited you in the hope that you will help paint some sign posts to better language teaching. I wish I were technically eligible to help mix the paints or wield a brush. As it is, I must settle for the very great pleasure of wishing you the best of luck.

John C. Payne is Acting Dean, School of Education, New York University.

## THE FOREIGN LANGUAGE LABORATORY

Dr. Theodore Huebener

Although there is some disagreement as to just what constitutes a language laboratory, there seems to be general agreement that it refers to a unified set-up of orthophonic devices in a special room. The equipment may be of many different types and it may be used in a number of ways.

The germ of the laboratory idea was the use of phonograph records with the use of earphones, in a separate room, for instructional purposes. It was not, however, until the organization of the courses of the Army Specialized Training Program that one could really speak of a laboratory. It took a few more years before records were used for intensive individualized aural and oral training.

The chief value of the laboratory is that it trains students to listen, to distinguish differences in sounds, and to imitate a model.

The laboratory now usually consists of mechanical equipment by means of which the student hears and repeats material recorded in a foreign language. He listens through earphones, repeats sentence by sentence through a microphone, and records his voice on a disc or a tape. Later he plays back his own recording and simultaneously listens to the model. In this way he can make comparison between his own voice with that of the model. To insure correct hearing and repetition, the teacher may circulate and suggest corrections.

The techniques of the language laboratory are based on a number of assumptions. First, the most important objective in acquiring a foreign language is to learn to speak and to understand it. To learn to speak a foreign language requires much systematic audio-lingual practice. This the conventional classroom does not provide.

Essentially, the laboratory is there to provide much opportunity in listening and speaking. All phases, however, of language learning can be taught in the laboratory. The equipment may be used for phonetic drills, corrective work in pronunciation, practice in grammatical forms, aural comprehension, dictation, the teaching of song, original conversation, etc.

The optimum effectiveness of the laboratory is attained if the following standards are observed.

1. The tapes and discs should be of good quality.
2. The student must participate constantly.

3. Records with different voices are preferable.
4. The tone of the voices should be warm and enthusiastic.
5. Material should be played at normal speed.
6. Material should be varied in order to hold the attention of the listener.
7. The purpose of each exercise should be clear to the learner.

The language laboratory is, then, a wonderful aid in the teaching and learning of languages, for it provides for much aural and oral practice. In fact, it is the best device in the way of a contrived experience.

Dr. Theodore Huebener is Director of Foreign Languages, Board of Education, New York City.

## **HOW WE USE THE LANGUAGE LABORATORY AT GREENWICH HIGH SCHOOL**

**Rudolph Oblum**

In describing how the language laboratory is used at Greenwich I shall not interpret the word "use" in the narrow sense of what goes on when students are working there, although that is included, but shall attempt to give you some picture of the general management of a laboratory in high school along with some earthy reasons for decisions we made and practices that we follow. The latter, I trust, will be of particular interest to fellow high school teachers.

We are now using our language laboratory for the fourth year. Judging from our own experience and from the inquiries that have come to us about it, I should say that its history may be divided into three periods, each of which may be characterized by the following sequence of questions. The question of the first period was this: What does it look like? The question of the second period was this: What kind of diet do you feed it? The question of the third period, the present one, is this: What is the state of its health and how is it behaving?

Before we can describe how the laboratory is used, what kind of diet we feed it, if you will, it is necessary to consider the nature and the amount of equipment that is available, some elements of rudimentary high school geography, the number of classes involved, the size of the classes, and the number of periods in a school week. In a high school most of the administrative problems revolve about just such factors and in practice do dictate to some extent the use that can be made of the laboratory. First there is the matter of geography. We are housed in a building that is basically a three-story building. However, the land slopes downward from the front of the building toward the back, so that the rear portion of the building has an additional lower floor. As you may have already guessed, the laboratory is located on the top floor. It is housed in a former home-economics room, or rather in a portion of it. The only traces of its non-academic past are a few 220-volt outlets for the electric stoves once located there. The room has for some time been divided into two small rooms by a partition. Fortunately each of the rooms has a large closet for storage. For purposes which will be explained later, a doorway has been built in the partition between the two rooms.

Money is always a factor, or shall we say the factor. When

our laboratory was installed there was just enough of it to purchase recording equipment for twelve stations. This was a generous amount to experiment with a medium interest in high school, but obviously not enough for a typical class. However, having had for so long no useful equipment for language teaching except the traditional books, paper, chalk, erasers, and blackboard, we were in no mood to turn down half a loaf, but rather welcomed it, and so we made a major compromise. The school maintenance men made our booths of plywood, lined them with sound absorbent material, and made them big enough to accommodate two students instead of one. Wiring to provide two listening posts to one recording post was no problem. By such a decision we were enabled to schedule a whole class in the laboratory.

Our language classrooms are scattered on all four floors. We have available 35 teaching periods a week and have 44 language classes, with two classes in elementary Russian, three levels of German, and four levels of French, Spanish, and Latin. Of these classes all but five use the laboratory, the exceptions being Latin III and IV and several classes made up of general course students. The fact that 39 classes use the laboratory in 35 available periods makes it necessary for some of the classes to share the laboratory for half a period each. This factor plus the scattered location of the classrooms explains the door in the partition between the laboratory and the adjoining classroom. The two classes simply change places at the halfway mark. When two classes must use the laboratory the same period, we try to arrange it so that the classes are first year classes, with rather short exercises requiring a good deal of repetition. Short periods of time are desirable for such work, whereas longer exercises in comprehension such as may be used in the advanced classes, require more time. Needless to say, having at our disposal the additional room next door eliminates undesirable travel in the corridors during class time. Insofar as it is possible, the schedule is arranged so that a teacher may spend a major portion of one day a week in the laboratory to avoid travel from floor to floor between periods.

I suppose that the question may rightfully be raised why we scheduled the students to come in by classes rather than using the laboratory as a library, with the students coming in during their free periods and using the laboratory as a part of their homework assignment. I am not at all ashamed to say that the mere thought of scheduling more than 700 students to 24 positions at the convenience of their class schedules, with 14 different courses among the five language taught, fairly makes my hair stand on end. To be perfectly honest, however, if the library method of using the laboratory were the most



desirable way, the work entailed would not in itself be a legitimate objection. There are other more serious obstacles. In the first place, there are actually some students whose schedules are so full that they have no free periods during the week, and a surprising number who have only one or two study periods. Some of these students clearly could not be scheduled. In the second place, even if we did succeed in setting up a schedule using the laboratory as a library, such a practice would necessarily involve more personnel, presumably certified personnel.

Now let us consider for a moment the kind of material we use in the laboratory. In this area we were also faced with a major decision at the very outset. At the time the laboratory was installed there was less suitable material available on the market than there is now. Text-book publishers are gradually moving to meet some of the changes demanded by the laboratory, but as yet our teachers have found nothing that they would care to adopt. Meanwhile life goes on, and we must teach.

We had to face the fact that we could not hope to do much recording during the school day, or for that matter after school. Time is not adequate, and besides we do not have a suitable place to record, where we can be assured of privacy and quiet and be sure our efforts are not wasted by the unsought interpolation of unexpected sounds on the tape. The bulk and weight of the usual recorders do not make matters any more convenient; as a matter of fact the term "portable" is a distinct euphemism. All that is meant is that the recorder is movable! It is no joy to carry it for any distance.

What has all this to do with the material we use? A great deal. Textbooks change, as editions are revised. Schools do change texts. We did not feel that we could afford to tie our program too closely to any one text in use, for to set up a program geared wholly to one text requires an expenditure of time in planning, taping, and testing that is too great to risk the possibility of its being discarded *in toto* with a change of text. This does not mean that we wish to remain static and are unwilling to make changes gradually; but it does mean that we can not afford major upheavals in a course and that we are unwilling to bind ourselves to a particular text because of a laboratory program when in fact a sounder text may appear on the market.

There are, however, certain aspects that any language course will have in common: pronunciation and intonation drills; everyday phrases and vocabulary to form the basis for elementary conversation work; anecdotes for comprehension and dictation; on the more advanced levels cultural material about the life and ways of the country



whose language is studied; literary material. This kind of thing we have made the core of our laboratory instruction and have tried to organize it in a reasonable way, systematically, using commercial material and our own. Commercial material undergoes some editing, as is to be expected.

Let me be specific. In French I, for example, we have a set of intonation and pronunciation exercises. When this material is worked over thoroughly and the students are given some opportunity to record, such exercises will carry a class beyond the first marking period. Following that is a series of twelve short conversations based on practical situations that one could encounter anywhere. The conversations themselves are built up word by word, phrase by phrase, sentence by sentence, with the students given ample opportunity to hear and repeat. Finally the conversations are repeated in their entirety so that the students get an overall impression of the conversation's sounds at normal tempo. Such material, with some simple poetry or songs for the various holiday occasions, constitutes a year's work. In addition, for the purpose of recording in the laboratory to check on pronunciation, the same conversations are required to be memorized and are then followed up in the classroom. Students may be required, for example, to master a conversation and then act it out in class, bringing in whatever small props may be necessary.

As we move from the elementary to the advanced high school level in the third and fourth years of language study, there is, of course, a considerable change in the nature of the material. There tends to be a greater amount of comprehension material of greater difficulty and greater length. Passages on contemporary life in France, for example, are first recorded straight through so that the students receive a general impression and feeling for the passage. Then the passage is recorded from the beginning again, repeating twice each of the several logical sub-divisions of the material so that the students have a chance to listen closely to each section of the entire passage and pick up details that they would otherwise miss. Finally, when the whole passage has been completed, section by section, the students are again given the opportunity to hear the entire passage.

In the laboratory such a recording is used a number of ways, but under no circumstances is the student first presented with the text. On the day prior to the laboratory class the teacher will give the class any vocabulary which she knows is likely to be beyond the experience of the students. The students may listen to a portion of the passage several times and then be questioned by the teacher in French. If particular words appear to cause difficulty, there will be re-

phrasing, or synonyms will be suggested, and students will be required to listen again until all are satisfied that they understand. Another time students will simply be requested to listen and produce a resumé of what they have heard. The resumé, may in turn, serve as the basis for further drill and practice. With another recording the students will be given a set of questions to answer, seeking out the salient points of the passage. On other occasions a portion of the original text will be edited, with pauses inserted so that students may record themselves and compare the results with the original.

There are also in use literary selections of well-known authors presented by excellent readers, and as the students encounter an author in their class readings they will be given a sample of his poetry, for example, to hear, to memorize, and to record, or will hear a selection of *Le Bourgeois Gentilhomme* after reading it in class. Such selections, intended to be spoken in the first place, fairly spring alive out of the printed page when they reach a listener who has been prepared beforehand to comprehend and enjoy them.

Fortunately our laboratory is equipped so that not all students need to listen to a central program. Each booth can have and play back to an individual separate lessons so that students may proceed at their own pace, and this they appear to enjoy as much as anything. In intermediate German, for example, we have a series of passages graded according to difficulty. Not for the entire program, but for part of the school year, students are allowed to proceed at their own rate on such passages. Once a student has satisfied the instructor that he has reasonable mastery of the content by answering questions, taking a dictation, or writing a summary, he is allowed to go on to the next lesson.

Since I myself am at present teaching latin it would be remiss on my part to pass over that subject completely in relation to the laboratory. The nature of the work is different, of course. So are the purposes. For the first year we have evolved a set of pronunciation and dictation exercises on which we spend a fair amount of time. The results have been wholesome. With the students better able to integrate sound and spelling, we save time by the simple fact that outside the laboratory we are able to do more of the necessary practice orally rather than having constant recourse to the slower process of writing.

We do not use the laboratory to introduce new work. When a lesson is to be worked out there, every effort is made to have first a thorough presentation in normal classroom instruction and then to subject the students to intensive drill for practice and fixation. It is generally insisted that the practice be done in writing. The tapes

are provided with self-correction so that the students know whether or not their work is accurate and can improve as the lessons proceed. Best of all is the fact that the tape will not repeat, will not wait, and therefore tends to increase concentration and alertness. As a consequence it is possible to do more practice in a shorter time, and do it for all students simultaneously.

Any honest discussion of the role of the laboratory must ultimately lead to an evaluation. This may correspond roughly to the questions raised earlier. What is the state of its health? How is it behaving? What are the advantages? What are the disadvantages and limitations? Has anything been lost by including it as a part of the regular program?

Starting with the last question, I am inclined to say that nothing has been lost by including the laboratory as a part of the regular program instead of treating it as an extra. At the outset there was some concern that we might not cover the usual amount of material because we had no additional time. Such has not been the case. This fact can not in itself be attributed to the laboratory. It has been rather a gradual, somewhat unconscious development of greater efficiency in the use of the time that we do have, plus the application of a little more pressure on the students. This has been good for both students and teachers. By every conventional objective measurement at our disposal, the quality of instruction in the usual areas of language testing has improved steadily over the time we have used the laboratory.

There are, of course, limitations and disadvantages. The first limitation is in our case the matter of time that students can spend in the laboratory. If it is to be available to all students, it is unlikely that they will ever get to the laboratory more than once a week. It is difficult to conceive of enough space and equipment being provided to allow more frequent use. Assuming that more time in the laboratory would be profitable, I label this as a limitation, even though I am not altogether certain that it would apply in high school.

There are other disadvantages that are inherent in human frailty. The language laboratory does require more work and does require more planning in the same time that we had at our disposal before. There is at times a bit of a rush from one room to the other, and when teachers are to share the use of the laboratory in the same period, it does require a measure of close timing, cooperation, and good humor between teachers.

In attempting to appraise the contributions of the laboratory with some sense of perspective, I can only say that the advantages far outweigh the disadvantages and make worthwhile every effort that goes

into making its use effective. Dropping it would leave a considerable hole in our language program, and I should miss it.

What are some of these advantages? First, there is a direct appeal to intelligence. A laboratory offers a chance to make careful planning pay off. A good lesson does not vanish into a dead past when the day is over. It can be used again. Using a language laboratory, by requiring such careful planning, forces us to take a more critical view of our own work and in an indirect way ups the whole tone of our teaching. Since the advent of the laboratory at Greenwich there has been an increased amount of audio-oral work that has made itself felt in all our classes, not just in the laboratory classes. These are positive values that accrue to both students and teachers.

Last to be mentioned, but by no means the least, are the direct advantages of the laboratory class to the students. They are exposed to varied voices of native accent; they do have the wholesomely chastening experience of hearing themselves speak as others hear them; they do in reality come in touch with cultural material and background that they would otherwise never experience; they do over a period of three years develop to a higher degree than would otherwise be possible the ability to understand the spoken word. This has been indicated by the startlingly good results on the one objective measurement we have had at our disposal — The French Comprehension Listening Test put out by the Cooperative Testing Service. We do not claim that these values represent a program that is satisfactory in every way; they do not. We can and should improve the utilization of our laboratory in many places. But there have been gains which we judge are both real and substantial.

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## THE LANGUAGE LABORATORY AT NEW YORK UNIVERSITY

ROBERT M. WILLIS

*Dr. Huebener: (introducing Prof. Willis)*

Thank you, Mr. Oblom, for giving us in such detail the effectiveness of the laboratory in the high schools. Our high school people I think, already realize how many problems there are connected with a language laboratory even if it isn't scattered over four floors, even if it were on one floor. I'm still wondering exactly what the definition of a laboratory is. Maybe Mrs. Lorge will clarify that point. Is it the place, the space, the location, is it the equipment, or is it the techniques that are used? I think it is a combination of all three, but I believe we must draw the line somewhere and define a laboratory, and distinguish it from the use of some orthophonic device. Now that we have heard how the language laboratory operates in the high school, I will call upon Mr. Willis to tell us about the language laboratory here in New York University. He is the director in charge of the newly-established laboratory.

Thank you, Dr. Huebener. I also want to thank Mr. Oblom for giving my speech for me. That which he has said about the use of the laboratory in the high school applies in most part to the use of the laboratory in the university. One thing that he has that is quite different from anything that we have here, or from anything that I have seen at other universities, is a split level laboratory. That, I think, is really quite something.

There is not a great deal that I could add to the details which you have just heard. What I might be able to talk to you about is some of the problems involved in the installation and administration of a lab. Our laboratory has been in operation for two weeks and two days. And in two weeks and two days you will not know all you want to know about a laboratory, but you will know a great deal about problems. I would like to start at the beginning for the benefit of those who have not worked with laboratories, but are considering installing laboratories in their schools. I would strongly suggest that you arrange for visits to schools where laboratories are in operation. We were helped immensely by Mme Pleasants and Mr. Stanley Goldsmith who have done such a wonderful job in their laboratory at Columbia. I would suggest that you obtain copies of the tapes and materials that are being used in these laboratories. Listen to these

tapes with your colleagues and discuss the materials so that all concerned will have some idea of the principles and techniques of laboratory procedures. Next, the actual making of tapes is a major task requiring many hours of preparation and recording. In fact, you should plan to start making tapes before your laboratory is installed. It is extremely difficult to keep your recording schedule current once classes have started and the lab is in operation.

The laboratory is revolutionary and your faculty will be divided as to how it should be used, the goals to be set up and the results that can be expected. There will be members of the faculty and administration who will be enthusiastic and who will support you. Then there will be those who will be critical, refuse to cooperate and yet judge the outcome of the laboratory even before you have started. Another group will be composed of those who want to "wait and see." But they can't "see" anything unless they pitch in and help get things started. Not everyone is equipped or able to make good tapes. Some of us don't have the voice or personality for it. But those who do not record can write exercises; or type scripts; or edit tapes. There is a lot of work to be done and each one must do his share. Only if everyone cooperates in the way that he is best able to, will the operation be able to achieve the desired results.

Here at New York University, we are using the laboratory to increase the aural-oral mastery of the language whether the language be French, Spanish, Italian, Portuguese, Russian, Hebrew or English. The English is not for our American students of course. It's for the students from overseas. That clarification was not meant to be humorous. As a matter of fact our Speech Department here has approached me on the possibility of setting up speech improvement sessions in the laboratory using special tapes. This then would be English for Americans. When we were planning our laboratory, which has 117 booths, we were faced with a major scheduling problem. We are extremely fortunate in having the service and guidance of Dean Kenneth McKee who is a master at putting the pieces together in this kind of a jig-saw puzzle. With his help we were able to solve our problem by opening the laboratory at 8 o'clock in the morning and not closing until 10 o'clock at night. This arrangement permits us to provide over 1900 student hours per day. It is economically sound to use a large installation, such as this, at its greatest capacity. Of course it is rather difficult to get all of our students out at 8 o'clock in the morning; and it is equally difficult to keep all of them until 10 o'clock at night, therefore, we have a minimum use of the laboratory at 8 o'clock and a minimum use from 9 to 10 at night. Our peak



hours are from 10 to 3 five days a week. New requests for laboratory hours are being received from various departments in the University and we expect that we will soon be operating at full capacity.

In the laboratory we have students who, for some reason — maybe it is a lack of manual dexterity — are slow to learn to use their tape recorders — each booth has a tape recorder. I think that I should mention that this problem doesn't seem to be related entirely to sex. We find that the boys as well as the girls have trouble operating the equipment. One difference though, is that when a girl breaks a tape—and there will be many broken tapes—she will put up her hand and say apologetically: "I broke the tape." When a male student breaks a tape, he looks up and says: "The machine broke the tape."

In the beginning, we felt that after students had been presented new material in the classroom, they would be able to follow-up immediately with tapes in the laboratory. Unfortunately, it did not work out that way. It will take from one semester to a year to get the operation tightly organized and running smoothly. In the Division of General Education we have made tapes for non-English-speaking students. We call them self-sustaining tapes. A self-sustaining tape is a tape that details every manipulation that the student is expected to perform. But the students are not able to follow these directions until they have had, I would say, at least four contacts with the equipment in the laboratory. I mean actual contacts, that is, the manipulation of the switches, knobs, etc. We are also using tapes that have been made by the faculty of the Romance Languages Department, and commercial tapes that we have purchased. Some of the commercial tapes are excellent in reference to fidelity, but they don't include the variety of exercises that we need to have. There is a large variety of exercises that can be presented to the students. There are exercises for listening practice by means of which the student can improve his, or her, comprehension. There is another type of exercise in which the student imitates exactly what he hears. This imitation can be recorded and then listened to by the student who is instructed to compare his pronunciation and intonation with that of the model. Another type of exercise presents questions for the student to answer. There is also the dictation exercise in which the student writes the exercise as directed. The dictations are collected from the students by laboratory assistants and turned over to the instructor of the class. Not all of these exercises are available on commercial tapes and therefore, if they are desired, they will have to be made at your school.

In our laboratory we have not yet been able to introduce the library



system. This system permits the more advanced or the more ambitious student to come in on his own time, obtain a tape and practice those skills that he wishes to improve. A student may request a tape for practice or he may request a tape of literature, poetry, music, etc. The library system requires that you coordinate your hours in the laboratory. Even though you may have just one student in the laboratory during a library hour, you will need to have a lab assistant on duty. Arrange your library schedule during those hours when you can handle the greatest number of students.

The enthusiasm of the students has been amazing and extremely gratifying. Many of these students heard their own voices for the first time in our laboratory. They have found that if they try, they can get a fairly good idea of the sound of their voice when speaking a foreign language. The big problem then, now that the students are strongly motivated and enthusiastic, is to provide tapes that are realistic, effective, and with all so designed that students can recognize their own progress.

I would like to speak again about making tapes. It is not necessarily true that all native speakers of a language are good people to use for making tapes in that language. We try to use native speakers whenever possible, but there are certain conditions that must be kept in mind. When making a tape, the speaker must communicate enthusiasm and a sense of immediacy. I've listened to hundreds of tapes and I can almost describe, from the voice of the person on the tape, how tall he or she is; how much he, or she, weighs; what the attitude is toward the classes being taught; his, or her, attitude toward making that particular tape and whether or not they had a date in ten minutes. All of this is communicated. This is communication beyond words. It is extremely important that when a tape is being made that a feeling of concern for the students and a sense of immediacy be "felt" in the voice of the person making the recording. This, of course, can be achieved only if the person recording is sincerely concerned and is making a conscious effort to communicate with the students. Fortunately, here at NYU we have several people who, though not native speakers of the language they teach, speak the language extremely well. (Better than some native speakers, I should think.) They have made some excellent tapes. In fact, there are a number of tapes in the French Department that I myself listen to because they are so well done and because they have the type of French that I hope to speak. These tapes were not made by native speakers. I suggest then that when making a tape, you speak as though you were addressing a group of anxious, alert students, of whom you are very

fond, who are sitting right in front of you, listening to every word you say.

In our laboratory, attendance is required and attendance is taken. If students do not feel that you are serious about the laboratory, they will not be serious about the laboratory. If they do not feel that their progress is being evaluated, then they are not going to be very concerned about their progress. Having been in operation for such a short time, we of course cannot truly evaluate progress yet; but we have spoken to our students to get their reactions. I asked one of the students how he felt about the laboratory. He said that he couldn't speak German any better, but that he understood "a whole lot more." I think that was an encouraging response because it revealed the student's satisfaction and his progress on the reception-learning-level. I told him that I was pleased with his answer and that he was making progress. I explained that he would have to hear something before he could imitate it; or, in other words, he could not imitate what he could not hear. He mulled that over for a while. He was not sure that I wasn't "kidding" him; but, after sufficient meditation he understood the logic and he agreed with a huge smile of satisfaction. This then is one kind of evaluation that we have—the enthusiasm and participation of the students. We do not have any validated tests, but I hope that in the near future we will have reliable devices and techniques for measuring progress.

After we leave here, I would be very happy to have you come over and visit the laboratory. We will have a class of non-English speaking students there from 1:30 to 2:20 and they will be listening to tapes in English. There will be a beginners' class, an intermediate class and an advanced class. Unfortunately, the tapes that we are using today were made before we had a laboratory. They are not self-sustaining tapes. Therefore, the laboratory assistants will be quite busy adapting the tapes for use at the console in the laboratory. There are some self-sustaining tapes available. For those of you who are interested in hearing these tapes and making recordings, please sit in one of the booths that will be designated later and enjoy a short practice session. We can play ten different tapes simultaneously from our console. This means that in any given period we can have ten different groups of students each practicing a different language. I will be very happy to see all of you at the laboratory. I will then be able to give you an "on the spot" description of the work we are doing, which, of course will be much more meaningful over there. Thank you very much.

Robert M. Willis is Director of the Language Laboratory at New York University.

## **DEMONSTRATION OF ORAL-AURAL APPROACH TO LANGUAGE TEACHING**

**Vera M. Falconer**

Just as language laboratories are new tools in foreign language instruction, so also are a number of audio-visual materials. These audio-visual tools, like the laboratories, need to be tested and analyzed in actual teaching situations before their advantages and limitations can be properly evaluated and the best methods for their use developed. Again, like the laboratories, application of such materials must depend upon the individual situation. How they are used in any given situation will be governed by many factors.

The Pathescope-Berlitz "French Language Series", which we will demonstrate today, is one of the new audio-visual aids designed expressly to meet the needs of today's new approach to modern foreign language instruction.

Each of the forty lessons in this series is presented on a color filmstrip accompanied by a multi-voice French recording. The entire series is based on a story which provides forty different conversational episodes. All of the photography was done in France to provide authentic scenes of everyday French life in real life surroundings. In the recordings, which have time-tested pauses for student repetition, thirty-seven different native speakers are heard.

The series is arranged in eight sets of five lessons each. With each set an extra recording (without filmstrip) is included for additional vocabulary and structural practice. French scripts for each lesson are provided for the students. English scripts and teachers' guides are provided for the teachers. In the carefully planned guides, much information is included on grammar, language structure and pronunciation. One section lists identifiable places shown in the filmstrips — such as Le Lion de Belfort, Pont de la Concorde, towns in southern France, works of art in the Louvre — with historical and geographic information.

Structure, grammar and vocabulary are developed through story situations. Vocabulary is based on conversational frequencies. Care was taken to provide for progression in the study of grammar. For example, in the first lessons only the present tense is used. Other tenses are introduced gradually. The same attention is given to length of the repetitive pauses. These are somewhat longer than actually needed in the first lessons. Then they are gradually tightened.

The "French Language Series" is not a course. It is a teacher's aid, designed for completely flexible use in beginning French in junior or senior high schools or in colleges. The aim is to provide teachers with a tool for teaching French as a living language and to help them to meet today's aims of understanding, speaking, reading and writing. It has many applications in the audio-lingual approach in both the classroom and language laboratory. The series was released only last spring, but has already been extensively used in many different ways.

J. Michael Moore of San Diego Junior College used the "French Language Series" in his "capsule course" this past summer. This course combined two semesters of college work in beginning French into one summer session by meeting four hours daily, five days a week, over a period of six weeks. The series was used to stress the aural-oral approach. Text and readers were used for direct teaching. At the end of the session, all students were given the cooperative tests. Results were amazing. The combined average percentile was 86, as compared to the national average of 49.3, based on 3,000 students in 40 state and junior colleges after one year of study:

At Middlebury College, a very interesting and detailed method has been developed to test the use of this series as an adjunct to regular high school or college French courses. Each lesson is placed on tape so that even greater flexibility is possible. This also provides the aural part of each lesson for use in classroom and laboratory simultaneously. The filmstrip and recording, or tape, are presented in the classroom. Laboratory assignments of several types are made. Both tape and filmstrip are utilized for testing and quizzes.

In one junior high school, the Series is used as supplementary classroom material, spreading the forty lessons over two years of French instruction. In one senior high school, the Series is combined with text and readers, plus other tapes. Here the filmstrip and its recording are presented in the classroom, followed by use of the recording at listening stations. Later the filmstrip is used with the recording while students either take dictation or prepare their own recordings.

In all instances the filmstrip and recording are presented first, usually with little or no pre-study. The pictures assist students to understand the spoken French. The recordings are then used separately for a variety of purposes from aural training and simple repetition to dictation or recording sessions. The filmstrips are used alone for oral work and testing. The student's French scripts are introduced by the teacher at any point the teacher finds most suitable. Only the teacher's

own aims, the demands of the course and the class itself limit the possibilities of the series.

Today we will show you Lesson 16, "Marketing".\* By this time, the pauses have begun to tighten up. Sentence and grammatical structure have become more complex. The people seen in this strip, as in all lessons, are real French people. The butcher is a real butcher in Paris. The woman in the grocery store actually owns and operates that Paris grocery. As you view this lesson, you will also note that many frames contain written French-store signs, price lists, and even Odette's handwritten shopping list. Each of these, of course, can be utilized for teaching purposes and were included intentionally.

This lesson is typical of the entire Series and we hope you will enjoy seeing it. Comments, suggestions and criticisms from people like all of you present today are always welcomed. From them producers can gain much information to help them to make the kind of tools most needed. We will be available after the meeting to answer any questions you may have.

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\*Screening of Lesson 16, MARKETING, color filmstrip with recording.

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## AN EVALUATIVE LOOK AT FOREIGN LANGUAGE LABORATORIES

Sarah Lorge

A noteworthy phenomenon of the past few years is the great change taking place in the school curriculum and particularly in foreign languages. The change is dictated by a change in attitude toward education, an attitude which may be characterized as an urgency to see practical results of what has been learned. In foreign language study, the desired practical result is the demonstrable ability to speak and understand the language in question. It is interesting to note that the widespread importance now attached to foreign language learning represents a change in attitude not on the part of language teachers, but on the part of laymen or consumers of language instruction.

We teachers have known the importance of foreign languages. There are some persons who remember, with me, a time not long past when we campaigned and agitated for more adequate language study in the face of a rather cool public reception. This coolness toward foreign languages extended even to educational circles!

What has brought about the change? Well, the world has caught up with us. People travel, people meet around conference tables, nations compete for power and prestige. Knowledge of a foreign language is becoming a criterion by which the competency of people who desire to work in international relations is to be judged.

Some years ago, it was argued that we need not study foreign languages because English would become the international language. It has not worked out that way. In fact, certain countries have consciously abandoned the English language in favor of a local language because of the national prestige factor. So, that disposes of the "Let-them-learn-English" point of view.

This brings us to the newly popular concept that foreign languages should be widely studied, and should be learned in order to be used. Realistically, this means beginning language study at a younger age and continuing with it for a longer time.

In 1950, a committee headed by Deputy Superintendent of Schools, Jacob Greenberg, issued a report called "The Place and Function of Foreign Languages in New York City Schools." The report recommended a six-year foreign language program in place of the two-or-three-year program then prevailing in American High Schools. Now the junior and senior high schools are working toward the six-year



program, and a nine-year program is a strong future possibility as 175,000 pupils in the United States are now studying foreign languages in elementary schools. Presumably, they will continue foreign language study through the junior and senior high school.

The expansion in foreign language study is so new that the first crop of early language learners has not yet grown up. A recent study of international conferences shows that English-speaking participants still lag behind other nationalities in knowledge of languages other than their mother tongue. Another recent survey indicates that now "only" 15% of American envoys abroad lack knowledge of the language of the country. This represents an improvement over a previously-reported 50% and is a considerable advancement in a desirable direction.

The objective of learning to speak is not new to foreign language teachers. We also know how difficult it is to help pupils to develop speaking competency, in a high school class of 35 or 40, in view of the limited time available for individual oral practice. The desirability and, in turn, the pedagogic difficulty of teaching students to speak is presently a favorite subject for debate at our professional foreign language conferences.

Electronic recording and reproduction of sound have effected a great improvement in the potential of learning through hearing and speaking. The student finds such foreign language study to be both logical and persuasive. It becomes evident through hearing a recording, and especially through taping one's own voice, that the sound image, electronically produced and heard through head phones, is strikingly life-like and clear. By recording the voice and listening to a playback thereof, the student's detached judgement is quickened and rendered objective.

The language machine has captured popular imagination. Language laboratories are springing up all over the country, and the Federal Government is giving the encouragement of financial support.

Certainly, the potential of understanding and speaking a language is increased by the use of language laboratories. But it is important to remember that the installation of the laboratory does not in itself guarantee that we shall produce linguists. It is the use of the laboratory which is crucial. A new methodology must be evolved in order to harness this radically different teaching device to the language teaching processes of good, experienced teachers, lest we lose values which have been found useful until now. The language laboratory is intended, in New York City, to supplement present instruction with a vivid heretofore impossible, type of practice. Since the device is new, every



step in inaugurating a laboratory program must be carefully considered and evaluated.

First, the machines themselves must be selected. There are many varieties of machines, with varying capabilities built into them.

There are listening stations, (earphones, attached to a tape recorder), which permit a student to hear taped materials.

There are listening and playback stations (earphones, a microphone, and an amplifier) which permit a student to hear lesson material from a central station and also to hear more clearly his own production of speech. There are listening, playback and recording stations which enable a learner to secure lesson materials through headphones, to record these lesson materials and the student's own response thereto. In turn, the response can be critically compared with the model, and this procedure can be repeated as desired by the learner.

There are disc recorders, tape recorders, cartridge tapes. Each of these should be investigated and evaluated in terms of operability, durability and applicability to a given situation.

Procedures need to be tested. How does the laboratory fit into the high school as it functions today? What proportion of class time should be spent in the laboratory? Should laboratory time replace or supplement the present class time? How much time can a high school student profitably spend in a language laboratory session? What is his span of concentration for listening and for imitating? During the laboratory period, what proportion of time should be allotted to listening and to pupil recording? How much concentrated listening and repetition assures maximum learning?

Each of these questions must be answered and the answer must apply to high school students, not to teachers or specialists.

How shall we define language learning? Is it the ability to recognize spoken language promptly? To repeat correctly? To answer questions? To formulate, spontaneously, the expression of one's thought? It is all of these, since each represents a definite level of achievement and all are essential if one would really understand a foreign language.

Content must be defined and evaluated. Students learn by repeating the model. What will the "model" consist of? What types of learning exercises lend themselves best to taped presentation? Will a teacher use tapes prepared by someone else, as he uses books he did not write, or is tape preparation analogous rather to the preparation of mimeographed materials, which teachers prepare for their own classes?

What is the effect of laboratory experience on the student's atti-

tude toward learning, and on the teacher's attitude toward teaching? Do the students like language study better as a result of laboratory experience? Do they enjoy this type of work? Do they want to know more about the language, the people, the country? Do they really develop the expected increased skill in speaking and understanding? Is the increased skill in speaking offset by a loss in the traditionally-developed competence in reading and writing?

Is the teacher willing to develop the new techniques that are needed to handle so radically different a classroom situation?

In an attempt to provide documentation for some of these questions, an experimental project is being conducted at two high schools in Brooklyn: the first New York City Schools to install language laboratories. The project has the support of the State of New York. Classes made up of above-average students will receive some language laboratory experience in connection with their study of French. A similar number of above-average students will be taught without laboratory experience. Initial and terminal tests may provide evidence of differentiated competence, resulting from the experimental factor. In addition, it is hoped that the study may help to establish a pattern for language laboratory practice for larger groups of students while working under the conditions which prevail generally in the public high schools of today.

An important problem presently is to determine an effective method of evaluating student accomplishment. Obviously, if a considerable amount of time is spent in listening and speaking activities, the usual tests of grammatical and reading accomplishment must be modified or supplemented to give adequate recognition to this part of the work.

Many questions which are in need of study have been raised here. The trend toward the development of speaking-listening competence apparently will continue. Beginning in 1960, the College Entrance Examination Board will offer a listening-comprehension test in French, as an optional addition to the regular French test. This is an important indication of the trend of our times.

Language laboratories will be installed on an experimental basis not only in the two previously mentioned high schools but in two pilot junior high schools as well.

The danger in adjusting to innovations is frequently that too much is expected from them. In the final analysis, the success of a new teaching device depends upon the learner and upon the orientation which the teacher gives to its proper use.

On the other hand, there is no justification for rejecting a new

device because of conservatism or because of difficulty in learning to use it effectively.

New techniques call for flexibility and readiness to adjust on the part of the teacher. If through use of the language laboratory students can develop a better attitude toward languages and language learning; if they can achieve competence in speaking and understanding spoken language without loss of other language skills which have been developed traditionally, then every teacher worthy of his profession would want to give it a good try.

The teachers, too, will be learning. The installation of the device on a given day does not guarantee that its mastery will be accomplished the next.

On the other hand, we are not starting from scratch. We already have accomplished some things. We have many interested pioneer workers and resourceful teachers as well. Their skills will enable us to develop improvements and to attain objectives which teachers of foreign languages have long espoused, namely the ability functionally to use foreign languages as media for exchanging thought between people.

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## **HOW WE USE OUR LANGUAGE LABORATORY AT THE FOREIGN SERVICE INSTITUTE**

**Eugene H. Bird**

Mr. Chairman, we have heard here this morning the experiences of a teacher in a large high school, a chairman of a language laboratory in a large university, and the plans of the head of a new program which will cover language teaching and the use of new language laboratories in the schools of a large city. One speaker spoke from four years of experience, one from two weeks and a third from plans and projections of a huge new program involving laboratories not yet installed but on order. All three had much the same conclusions and warnings about their experiences and use of the laboratory in language learning, and we would have little to add to these experiences even though the School of Languages of the Foreign Service Institute entered the field of audio aids to language teaching over ten years ago.

I represent here today a school that is quite different in its purpose, in its student body, and in its use of the laboratory from any of the others. The purpose of the Department of State's School of Languages is to train as quickly as possible large numbers of U. S. Government employees in one or another of fifty different languages. These employees must be trained quickly because they are needed for jobs waiting for them for the most part overseas. They are salaried people who can only be given a minimum of time to master or gain a reasonable proficiency in a language. Many of our students are new to government. Last year, almost six thousand young college graduates applied to take the Foreign Service Officer examination. After written examinations in which they could offer a foreign language if they knew one, and an oral examination which might or might not have touched on their skill in knowing a language, about 150 came on duty. While many of these new officers had some knowledge of a language, their proficiency in speaking it was so low that 75 percent of them had to be given training for at least four months at the Institute.

A new crash program begun in 1957 will give more than 90 percent of all American Foreign Service Officers a professional level of proficiency or higher in one or more language by the end of 1962. Now every officer is required, before travel arrangements are completed, to take a formal examination given by a special testing unit in the languages in which he claims proficiency, in the same way that

he must take a physical examination. While the unit so far cannot test in all possible languages, forty percent of all Foreign Service Officers have already been tested in the past sixteen months and eight out of ten have a proven working level of proficiency in one or more languages.

It might be well to explain how the levels of speaking proficiency are defined by the Institute's Language Testing Unit. The scale moves upward from an S-O, no practical proficiency to an S-5, bi-lingual. S-1 is defined simply as below the working level in a language, S-2 is at the working level, S-3 is at the professional level and S-4 is at the specialist level of proficiency. S-5 requires that you speak and comprehend the language just as well as a native speaker. There is a comparable "R" rating for reading proficiency.<sup>1</sup>

While eight out of ten officers now have a proficiency in one or more languages at the working or S-2 level, and six out of ten at the S-3 or professional level of proficiency, that is only part of the story. More than five hundred of these officers have two or more languages at the working level or better and more than one thousand have knowledge of one of the forty-five "hard" languages in which we have need for trained officers. There is not one of these languages in which we do not have some capability to staff a post though it will be five more years before the present hard-language training program requirements are fully met.

Last year six hundred and fifty students were trained at the Institute in languages on a full-time basis, for four months or longer. Another 250 part-time students were attending early-morning classes before work. Overseas there were 3000 part-time students at diplomatic and consular posts and another 200 students in the FSI field schools. While the three language schools at Nice, Frankfurt and Mexico City were still operating last year, after January 1, 1960 almost all full-time training in the so-called world languages will be done in Washington. More advanced training in Arabic, Chinese and Japanese will continue to be done at the field schools and another school in Arabic which, if plans are implemented, will open soon at a location abroad.

There are significant differences between language study at FSI and that offered at other schools and colleges, differences which affect the way in which the audio laboratory is used. First, the motivation of our students is, for the most part, very high. Our students are

<sup>1</sup> See "The Foreign Service Institute Tests Language Proficiency," by Frank A. Rice in *The Linguistic Reporter*, v. 1, no. 2 May 1959 (Center for Applied Linguistics).

professional people who have real need for learning the language they are studying. Yet the period of instruction is all too short in order to reach the professional or specialist level that most would desire to achieve. The classes meet 4-6 hours a day, always with a native-speaking instructor, while a scientific linguist monitors the class from time to time during the day, checking the progress of the students, changing the composition of the classes as need be, and explaining pronunciation and grammar points to guide the class more speedily to proficiency in the language.

Second, the Institute has what appears to be a most favorable size for its classes. In French, for example, the ratio is close to five students per class but it should be remembered that the linguist may have up to fifty or sixty students, about half of them full-time, to guide and watch over. Including the hard languages where some individual tutoring is done, the average class at the Institute has three students. However, there are many self-study students who take the opportunity to consult with the linguists from time to time even though they are not formally registered for even the part-time early morning classes. This our junior officers call the dawn patrol.

For all of these students, our language laboratory has begun to play an increasingly important role. It is obvious here today that a ferment of experimentation with audio and audio-visual aids is going forward in the field of languages teaching. It seems to me that language teachers are fortunate in entering the field of teaching facts through machine aids as early as they are, for it is obvious that there are other subjects which might eventually be as easily and perhaps even more quickly taught through new audio-visual machines than through regular classes. Although we were early in the field, ferment of experimentation with audio and visual aid devices has now reached the Institute. Some interesting experiments with our students are now underway tending to confirm theories about the saving of time with no loss of proficiency through more intensive tape practice.

The three types of laboratories, as we see it, are the simple listening position, still used quite effectively by some schools, the highly-efficient listen and amplified response, in which the student hears his own voice through his earphones but does not record it, and the listen/record type of equipment which permits him to record and listen back to his voice later to interpret it for needed corrections. While the equipment we have is all binaural (listen/record) a simpler and less complex system of recording the student's voice should be found. Further, the problem of incompatibility between some tape instructor machines and ordinary monaural machines which many



students purchase, should be solved with some inexpensive new head-switching device.

Our laboratory is equipped with sixty positions, twenty of which are in a separate room and designed for use by classes working on a console with the native tutor, and sometimes the scientific linguist, monitoring the student response. This console is quite new to us, but we have already found several highly practical uses for it. Last spring we entered on a program of loaning tapes to students for use outside the laboratory and at home. It has proved enormously popular. In a recent month we loaned more than 800 of these lesson tapes for use outside the laboratory while only 2400 tapes were being used inside the laboratory. We cannot even estimate how much time each student spends listening to his borrowed tape at home but we suspect it may be more than double the time he spends listening in the laboratory. While not every American family has a tape recorder at home even now, I should like to suggest that in setting up language laboratories it may pay to enter on a loan tape program as soon as possible both to increase the listening hours and to cut down the load on the laboratory itself. It is far cheaper to loan a tape than to install additional booths. So far, after loaning 2000 tapes, we have only 20 tapes still long overdue and written off as lost. Considering the fact that we have a world-wide and peripatetic student body, this seems a low rate of loss.

In entering on a loan program, the console can aid greatly. We now issue blank five inch reels to students and they record their lessons to take home with them while they are practicing as a class. This means it is not necessary to fill the shelves with enough copies of each lesson in each language to satisfy the needs of every student. As they pass on to a new unit the classes can come down and erase the last unit and simultaneously record the new unit. Even with this system, our tape library is increasing rapidly and we now have seven thousand reels of language lessons on the shelves. To help students who want to come in and copy tapes on an individual basis, we also have four booths equipped with two recorders each and these, too, are proving popular.

Quality control begins in the recording studio. We demand the best in terms of high-fidelity recording and low background noise and this means a carefully sound-proofed studio. We use only native speakers of the language as model announcers. This we think should be a cardinal rule in recording language lessons. I shall not attempt to describe the various kinds of language materials available on FSI tapes, though they generally fall into basic sentences with pauses,



basic sentences repeated without pauses, and drill materials of widely varying kinds depending on the demands of the particular language. Comprehension testing is done in several languages, though the answers are written, not recorded. Experience has shown that it demands too much time to correct test answers recorded by the student.

We use Voice of Africa tapes and copies of formal and especially off-the-cuff speeches by political figures in the various countries. The talks by Premier Krushchev while in this country are a good example of situations in which the language is most alive. More and more of our basic sentences are being recorded without English translations, designed to gain more repetition time in the language for the student, who can listen to a tape without the English three times in the same time that would permit him to listen only twice to tapes with the English translations. The translations are, of course, in the text.

We are much encouraged by the new interest shown in language learning, one of the themes of this conference, borne out by the four hundred present here today. However, the language laboratory is no better than the language materials and the training of the teacher operating the machines. Exaggerated claims for what can be accomplished should be tempered with the realization that the integration of these devices into the language classes places a tremendous load on the teacher. The simpler the operation can be made, especially at first, the better it will be integrated and used by a teacher new to the field.

A recent survey of sixteen of the most experienced and largest language laboratories in the United States and Mexico City by one of our technicians, a former student of linguistics himself, indicated that the best job was being done where the complexity of the equipment did not exceed the ability of the teachers and native-speaking instructors to handle the equipment competently.

Finally, it is felt at the Institute that no attempt should be made to force on either students or teachers the use of audio-aids and devices. Our experiences indicate that there are many roads to proficiency in a language and that some high aptitude students do not use and apparently do not need to use tapes to gain such proficiency. However, one of our high aptitude students reached S-4, a specialist level of proficiency, in only ten months of training in Indonesian. He remarked to me one day that he did it by listening to tapes constantly after class, even listening and responding while trimming the hedge in his yard. Yet the evidence indicates that it is the low aptitude though highly motivated student who gains the most from use of tape

recordings, often exceeding by dint of hard work and concentrated tape-practice the achievement of high-aptitude students.

What we have striven to do is to make our laboratory responsive, first to the individual needs of the students and second, to the classroom needs of the linguist who may wish to experiment in the direction of integration of audio practice in the classroom. At this point, not enough is scientifically proven about the usefulness of the laboratory to judge what the ideal laboratory will look like in the future. But out of the present ferment, if it is properly and carefully evaluated, conclusions valid for almost every language learning situation and for all types of students, may be a starting point for a conservative revolution in education.

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## BOOK REVIEWS

*Introductory Sociology*, by Paul H. Landis, The Ronald Press, New York: 1958, Pp. xxviii — 726.

In the preface to his *Introductory Sociology*, Paul H. Landis wrote that he hoped to make sociology "a vital subject in the students' experience" (p. iii), that an introductory course in this subject should be a humanizing influence in the college curriculum. He hoped that American youth would become more tolerant and discerning through a study of this subject. Professor Landis is a functional rather than a descriptive sociologist. He certainly is not afraid to indicate the road American life should take, even though he is aware of the potholes in that road. It is, therefore, not surprising to read in connection with a discussion on socialized medicine that, "the most likely compromise measure in the field of medical care seems to be prepaid health insurance" (p. 680), or, respecting population growth in India, China, and the Malay peninsula, that, "there seems to be no likelihood of technology catching up unless birth rates are brought under drastic control" (p. 81). Insofar as the school curriculum is concerned, he stated that "educational opportunity needs to be extended so that all those whose needs are not met by the standard curricula may find things of interest and importance to them in the school" (p. 608). This statement in favor of the life adjustment curriculum was written by a sociologist, not a presently beleaguered educationist.

Landis also pointed out that, "When a new college president comes to a college town, it is fairly common for certain members of his faculty to switch their church attendance to the president's church to gain whatever advantages this may offer" (p. 397). The curious phenomenon, of course, was observed by sociologists long before Vance Packard made status-seeking household words.

The author expressed a refreshing point of view when he stated that, "It is time to understand the normal and to help man attain his full psychological stature" (p. 450). Landis suspects that personality consists of more than "frustrated drives, complexes, repressions, and 'death wishes'" (p. 450). He cited A. H. Maslow's *Motivation and Personality* to document this thesis.

The author divided his subject into six parts: culture, society, social structure, the self in society, social control, and social institutions. He considered this organization as part of the justification for a new text in the field. He has also included an interesting introduc-

tion in which he describes the role of the sociologist today, adding that he would be the last to claim that the sociologist has "arrived." The text also has an appendix which lists film sources, a name index, and a subject index. Most chapters include a summary, excellent discussion and review questions, a first rate bibliography which has been divided into source book and selected reading for further study. Professor Landis has relied strongly on primary sources. He also referred to classics in the field. His bibliographical and explanatory footnotes are helpful. The pictures and graphs adequately carry out their purposes. He flavored the work with quotations from Byron, Shakespeare, and lesser poets. His research on an elephant hunt in Kenya makes sociology seem an exciting field indeed.

Possibly the chief weakness of the text lies in the use of frequent and often lengthy quotations, some of which extend for several pages. This is especially unfortunate since Professor Landis writes better than some of the authors he quotes so generously. Other criticisms of the text are minor. He cites a novel, instead of a source in comparative or history of education, to document the difficulties posed by the old Chinese educational system (p. 106). He quotes primary material as given in a secondary source instead of citing from the primary work itself (p. 121). For some curious reason a footnote bibliography is repeated (p. 357) where an *ibidem* would have sufficed. Also, Chapter 33 should probably have had its own summary (p. 578). Although Professor Landis refers to first generation sociologists, he does not clearly identify them. A brief chapter on the history of sociology would have provided further orientation for the beginning student. Nevertheless, Paul H. Landis, the State Professor of Sociology, The State College of Washington, has written an interesting, readable and practical text.

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*Soviet Commitment To Education: Report of the first official U. S. Education Mission to the U.S.S.R.* (U. S. Department of Health, Education, and Welfare Bulletin) Washington: U. S. Government Printing Office, 1959. XI+135 pages.

Some wag has said that no one has done more for American education than Nikita Krushchev. For Russian space launchings have called attention not only to their scientific achievements, but also to their system of education, which made those accomplishments possible.

Is Russian education superior to its American counterpart? Will it enable the Soviets to surpass our technology, production, and living standards? Was Krushev referring to our alleged deficiencies in education when he said we were "digging a grave for ourselves"?

To help provide answers to these important questions, the United States sent a distinguished eleven-man team, headed by the Commissioner of Education, to inspect Russian schools and educational facilities from the Polish to the Chinese borders.

The most arresting conclusion reached by this group is suggested by the title of their report. They found that "few nations or people are today more passionately committed to education than the Soviet Union and the Soviet people". For education is regarded as the chief instrument for achieving world supremacy. That is why education is supported so generously. Where we spend five per cent of our national income on education, they invest ten to fifteen. Teacher training institutions are more selective in their admissions and offer more rigorous training than ours. After they enter service, teachers get as much pay as other professionals, such as doctors or lawyers, while school administrators' salaries are equal to those of industry chiefs. Teacher loads are not onerous and supporting personnel, such as laboratory assistants and curriculum aides, relieve classroom teachers of much of the tedium of clerical work. Talented researchers in the natural sciences, social sciences, and humanities are admitted to their Academy of Sciences, given an income for life, and permitted wide latitude in their research activities.

This does not mean the visiting Americans were favorably impressed with every facet of Soviet education. They noted that in many areas universal education does not extend beyond seven years and they had serious reservations about the adequacy of the foreign language program, the paucity of artistic training in regular schools, the failure to provide special programs for the gifted, and the absence of adequate instruction on other societies and other economies. Above all, they noted that Soviet education does not attempt to produce a well rounded individual and is not geared to individual needs. Where our educational system tries to develop its students' best abilities theirs educates them to a "pattern shaped to serve the needs of the state whether or not those needs coincide with those of the individual".

What do the conditions described above imply for American education? Here is the way the authors of this report put it:

Whether we like it or not competition has been imposed upon us by a nation of vast resources, a people of seemingly unbounded enthusiasm for self-development, governed by a ruling hierarchy

which is determined to use that self-development to cast about the world the shadow of Communist domination.

Meeting this challenge will require a reappraisal of Americans' attitudes toward education, of the way they support their public schools, of the status and material rewards they offer their teachers, and of the goals and methods of teaching in our schools. In short, it provides American education with an opportunity as well as a test. Every thoughtful school administrator and teacher should become familiar with the contents of this publication.

FREDERICK SHAW

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*Secondary School Teaching Methods*, by Clark, L. H. and Starr, I. S.: The Macmillan Co., N. Y., 340 pages, 1959.

According to the statement of the authors, this book is designed "for a single semester course in general methods of teaching in the secondary school... (also)... as a reference work for the student teachers and teachers in service." This presents an objective difficult to achieve since the neophyte is in search of specifics and, yet, as the authors realize, there are no recipes for good teaching. There are sound principles, however, and the contents endeavor to reconcile the needs of the beginning teacher with the fact that methodology is subordinate to these. Short chapters of nearly equal length are devoted to motivation, provisions for individual differences, planning for teaching, the unit, some specific teaching techniques, group techniques, studying and problem solving, materials of instruction, evaluation, marking and reporting to parents, discipline, and classroom management. In addition, there are brief discussions of what teaching is, the teacher's extra-class responsibilities, and the beginning teacher.

The material is comprehensive and presented in very readable form; but the total result, in the opinion of this reviewer, has certain shortcomings. There is inadequate emphasis upon the fact that the teacher is involved in every teaching-learning process. The teacher does more than merely set the stage; he brings awareness, sensitivity to complex interrelationships, and skill in playing out his role as a member of a group, among other things. This is the art of teaching. While devices such as sociograms, social distance scales, sociodrama, flow charts, etc. are useful, they are, in themselves, no more productive of effective teaching than the knowledge of musical notation is in the creation of a symphony. Emphasis upon and elaborate detailing of these techniques, without providing a sound foundation for their use,



as cannot be accomplished in a few short pages, may readily eventuate in just another form of classroom ritual.

The discussions of discipline, classroom management and the beginning teacher provide, by far, the best chapters in the book. They suggest helpful information without becoming cripplingly specific, and they give direction to the new teacher's search for personal solutions to his most vexing problems. The effective utilization of time is particularly difficult for the new secondary school teacher whose usual teaching load is approximately 150 pupils, divided into groups of 30, each group sitting before him for a frequently interrupted period of about 40 minutes. Until he learns to operate as the efficient and unruffled master of this situation, neither methodology nor philosophy will be of much value to him.

The basic statements of the authors,—that teaching must be founded upon sound principles, that it is a great profession requiring much skill and knowledge, and that the best way the teacher can learn about his pupils is to be sincerely interested in them are indisputable. To translate these into methodology for beginning teachers is exceedingly taxing and a worthwhile goal for all engaged in the training of teachers.

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*Plain Talk From a Campus*, by John A. Perkins, New York, 1959.  
University of Delaware Press, University Publishers Inc.

In this book, the President of the University of Delaware figuratively sits back in his comfortable armchair, lights his pipe, and proceeds to discuss the problems of colleges and universities. The result is a series of essays dealing with such matters as the purposes of higher education, its financial and administrative problems, the place of the university in preparing students for careers in public service, and the importance of the intellectual life for faculties and students.

Dr. Perkins' essays have an informal character. The academic reader will feel at home in these discussions of topics with which he is familiar. The non-academic reader will obtain insights into higher education which should prove significantly illuminating. But, these essays have the weakness of their form. In each, the author tends to wander among the facets of the academic scene, leaving the reader hard



put to follow his development. From the book as a whole, the reader is left with only a general impression of Dr. Perkins' views on higher education and public administration. In view of the author's outstanding contributions to academic life and government service and many years of important experience, one wonders whether a series of more terse and better organized articles might not have made a more striking contribution to the thinking about higher education on the part of both the general and academic publics. One cannot help but feel the present volume reflects the weakness of what it apparently is: an editing and publishing of a number of speeches and reports made during the past two years.

Throughout, Dr. Perkins does take a definite stand on many important issues.

In the face of increasing pressures from student enrollments and limited financial support, he urges an adherence to the Jeffersonian tradition of equal opportunity to youth of ability rather than higher education for all who want to try it.

All colleges and universities, both public and private, he points out, require greater financial support. Private philanthropy should not forget the public institutions which enroll the great proportion of students. Federal as well as state aid will be necessary to meet the crisis of the next decade. Federal aid need not impose controls any more dangerous than those of the various states.

Just as a high quality of higher education has great importance for the nation's future, the quality of its public servants assumes increasingly greater importance. "In view of the essential role of government in our society," the author writes, "this failure to attract able people may prove fatal." The universities have a vital responsibility to develop programs to equip men and women for this public service.

The quality of formal instruction is very good at colleges and universities in this country, Dr. Perkins concedes, but he deplors the lack of an appropriate intellectual atmosphere among students outside the classroom.

Scholarship and research remain essential for an effective faculty member. The author urges that this important creative activity be maintained despite the inroads upon faculty time being made by expanding student enrollments.

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*Our Educational Dilemma*, by Joseph H. Garber. 88 pp. New York: Exposition Press, Inc. 1959.

This volume is in reality two discrete monographs—the need for peace education, and the inadequacies of teacher salaries. Both problems are no doubt familiar to almost all Americans, and especially to the members of the teaching profession. Though the author, a teacher himself, does not arrive at any concrete practical solutions to these problems, his unique approach and illuminating documentations do shed additional and needed light on these significant issues.

Drawing on his apparent (to this writer) Mennonite background, Mr. Garber sees the problem of peace education as being solved through Christian ideals, namely the brotherhood of man. With the skillful use of quotes from the Gospel, Abraham Lincoln, Winston Churchill, Jawaharlal Nehru, Woodrow Wilson and others, the scourge and causes of war, and the ways of peace are described. Education's role in this problem though treated briefly is unique in that the author decries the tendency to "glorify war" through extreme nationalism. "Education for peace cannot be narrow, nationalistic in character," says the author, and points out a description of the Revolutionary War which is replete with phrases such as "this truly glorious occasion." "Did we actually get our start this way? Was force the predominant factor forging our ideals of Liberty?" asks Mr. Garber. "Why not minimize the conflict and stress the ideals of liberty and freedom," he states. To achieve the goal, the author urges the forging of a new bond of mutual understanding among peoples of the world, and suggests the United Nations through UNESCO as the agency for achieving education for peace.

The second and shorter essay, teacher salaries, the author views as "A key to our Education Dilemma." Quoting from the Winettaka Report he indicts the American public's sense of values. More money is expended for liquor and tobacco than for education. Truck drivers are paid better than teachers—"Whose Cargo is fore precious?" he asks, and then proceeds to document the low teacher salaries as contrasted with other professions and trades. Revealing nothing new to those engaged in the teaching profession, the work does a service in keeping the problem alive and in print. He closes with "Teachers cannot, in a sense, do much about it. However, we can sound even louder the plight of teachers brought about by inadequate rewards and by reconsidering our sense of values. Do material things such as freight items, have more value than our children?"

Though this book cannot be classified as "must" reading for the

teacher, those engaged in the profession would do well to present a copy of their school boards or other appropriate local agencies responsible for teacher salary scales.

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*Child and Juvenile Delinquency*, by Benjamin Karpman, (Editor)  
Washington, D. C.: Psychodynamics Monograph Series, Station  
L, 1959. 364 pages.

This book covers the papers contributed by fifteen authorities with discussion by sixteen others equally accomplished in their respective fields as presented before the American Orthopsychiatric Association in the form of five Round Tables. At the conclusion of each Round Table Dr. Karpman presents a summary and concluding remarks.

The material and terminology are obviously intended for the members of the medical profession and may be seen in the following excerpt from Dr. Lurie's paper (page 49):

"In this era of psychodynamic orientation in the study of behavior disorders interest has been focused almost exclusively on a psychoanalytical explanation of the psychopathic disorder."

The original intent was to make a critical survey of existing concepts on delinquency and so in the first three Round Tables an attempt was made to delimit clearly and specifically the problem of psychopathy in children as clinically different from other behavioral anti-social disorders. However, since each authority started with a different definition of delinquency and since there was no consensus on what the term psychopathic behavior implied, the semantics often became very confusing, to say the least.

Round Tables four and five covering those of the other disciplines involved in the dealing with disturbed children was much more meaningful and helpful to an educator.

As practicing therapists these authorities were mainly concerned with treatment and etiology and so predictability and prevention were barely mentioned.

Dr. Kanner emphasized the futility of trying to find a common denominator for all instances of childhood delinquency, but he attempted some measure of clarification by suggesting three types of delinquency on the basis of principal determinants:

1. Delinquency founded primarily on the pathology of brain structure ;
2. Delinquency founded prifarily on the pathology of relationships within the family unit ;
3. Delinquency founded primarily on social dislocation.

This book is very poorly illustrated by primitive, revolting sketches of children portrayed as depraved, deformed midgets who would feel at home in any horror comics.

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